21ST CENTURY COMMUNITY LEARNING CENTERS (21ST CCLC)

Technical Assistance Workshop
January 18, 2017

Michigan Department of Education

Office of Great Start/Preschool and Out-of-School Time Learning

The 21st Century Community Learning Centers (21st CCLC) Grant Program's focus is to provide expanded academic enrichment opportunities for children attending low-performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition, 21st CCLC programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling and character education to enhance the academic component of the program.

21st CCLC grants are dependent on federal funding allocations to the states. The FY 2017-18 budget has not yet been approved by Congress. Even if the budget for 21st CCLC stays the same, the formula that will determine each state's allocation may effect Michigan's funding amount. MDE will not know the exact funding allocation until late spring/early summer.

Complete application information and forms can be found on the website.

A Frequently Asked Questions (FQA) will also be posted on the website.

21ST CCLC BASICS

- Every Student Succeeds Act (ESSA), Title IV, Part B
- Michigan anticipates receiving $34M in FY2018
- $**4**M for new grants in Cohort **J**
- $30M for Cohorts H & I continuation grants
- Competitive grant
- Consistent with State Board of Education Guiding Principles and Strategic Goals

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A small percentage of the total allocation received is used for state administration and technical assistance activities.

The current competition will be highly competitive due to the current funding projections.

21ST CCLC BASICS

Initial year for Cohort J
- 07/01/17-06/30/18

Four continuation years possible
- 07/01/18-06/30/19
- 07/01/19-06/30/20
- 07/01/20-06/30/21
- 07/01/21-06/30/22

Next round in 2018-19?

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The continuation years and the next round all depend upon continuation of federal funding.
The Michigan Department of Education receives notification of funding amounts in July each year.

21ST CCLC PURPOSES

Federal Priorities

- Academic Enrichment
- Tutorial Services
- Offer Broad Array of Additional Services
- Federal Targets

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Target performance measures have been determined by the U. S. Education Department (USEd) and are listed in the Application Instructions. These targets are subject to change as implementation and guidance for the ESSA is released from USEd.

21ST CCLC PURPOSES

- Youth Development
- Service Learning
- Nutrition and Health Ed
- Drug and Violence Prevention
- Counseling
- Arts and Music

- Physical Fitness and Wellness
- Math and Science
- Career and Technical Ed
- Financial Literacy
- Environmental Literacy
- Internship and Apprenticeship Programs

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A well-rounded, comprehensive program would include all or most of these activities.

21ST CCLC PURPOSES

Services to Students' Families
- Family literacy and educational development
- Family involvement in education
- Family technology education
- Family engagement opportunities

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U.S. Education Department is putting more emphasis on services to families. Services to families goes beyond once a month "Family Nights."
Michigan 21st CCLC partners with the David P. Weikart Center for Youth Investment – Technical Assistance Coaching Support Services. Weikart has developed a Family Engagement Project that is designed for use in 21st CCLC programs. MI 21st CCLC has also developed a Family Engagement Guide (available on our website) that may offer program guidance.

ELIGIBLE APPLICANTS

- ○ Local Education Agencies (LEA)
  - o School Districts
  - o Public School Academies
  - o Intermediate School Districts
- ○ Colleges and Universities
- ○ Community-Based Organizations
  - o Including Faith-Based
- ○ Consortia (partnerships of the above)
- ○ One grant per applicant

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LEAs include Local School Districts, Intermediate School Districts/Regional Educational School Districts, and Public School Academies/Charter Schools. The target population is determined by the school the students are attending. One grant per applicant with a maximum of five (5) sites MAY be awarded.

ELIGIBLE APPLICANTS

- Current grantees may apply for new sites only

- Previous cohorts whose funding has ended may re-compete

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Current Grantees – Non-duplication of effort means applicants may not apply to serve schools that are already funded by a 21st CCLC grant for after-school or local funds for after-school programming. No sites that are already funded in Cohort H and I may apply for additional funds. Cohort G sun-setting grants may apply for the sites served through June 30, 2016.

Funding per site is based on the building code for the schools to be served.

Different groups of students does not refer to different grade levels from the same school.

Previous cohorts may apply to serve schools whose funding has ended.

These funds are intended to supplement, but not supplant local, state, or federal funds.

FUNDING RANGE

- Minimum grant award is $50,000 per year
- Maximum grant award is $135,000 per site
  - 4 days per week for 2.5 hours per day
  - 32 weeks during the school year
  - 6 weeks during the summer
  - Total of 38 weeks
- One application per applicant for a maximum of 5 sites per application

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Please note the hours and weeks required are minimums - more is better.

Caution to applicants – apply only for the amount of funds that your organization is capable of expending and the number of students you will have the capacity to serve.

Do not expect that you will have unlimited resources or that you will enroll every student in the school.

FUNDING LIMITS

- Based on site enrollment projections
  - $ 85,000/site at least 11 students
  - $110,000/site at least 21 students
  - $135,000/site at least 31 students

- Failure to meet enrollment criteria may result in loss of funds.

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The focus is on QUALITY programing. Plan to request funds for the number of students you will actually be able to serve.

Remember this is a <u>reimbursement</u> program! The fiscal agent should have the capacity to pay out expenditures without counting on immediate reimbursement of funds.

APPLICATION REVIEW PROCESS

- ○ Grant reviewers needed
- ○ Scored according to rubrics
- ○ Maximum score of 102 + 30 priority points = 132
- ○ Review panel
  - ▪ Team of 3 per application
  - ▪ Reviewer training and consensus is required

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A peer review process is utilized by MDE.

Rubrics begin on page 11 of the Grant Announcement (Application Instructions).

Persons choosing not to apply may wish to apply to review applications. This is a good way to learn about the requirements needed to write a winning application.

Persons involved in the development of a proposal or associated with a district or agency submitting a proposal may not serve as peer reviewers.

APPLICATION REVIEW PROCESS

- Rank order according to score
- Additional factors may apply
  - Duplication of effort
  - Duplication of funding
  - Superintendent priorities
    - Geographical distribution
    - Evidence of previous successful grant performance

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Note: Carefully review all of the application instructions.

Superintendent priorities my be used in the even of a tie score.

FORMS

○ Fillable forms use MS Word
○ Note header for each section:
- Directions
- Page limit
- Font and size

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Reminder that the funding for the 21st CCLC program grants is under new legislation with the Every Student Succeeds Act of 2015. MDE has prepared this application without guidance from the U.S. Department of Education by working through the new legislation and State Board Criteria. USED will provide guidance beginning in March. As guidance is received MDE may adjust some of the requirements of the grants.

Note that the 21st CCLC Grant is intended for the schools/students with the highest need in the state.

The target population, based on the schools to be served, will define how applicants should address each section of this proposal.

Refer to the Grant Application "Forms Link" on the website: michigan.gov/21stcclc under "NEW"

There are general instructions on the first page of the forms document

It is very important to read the application thoroughly. DO NOT hand write the forms, they are fillable forms developed in MS Word.

COVER OF APPLICATION

- Identify applicant organization
- Identify co-applicant
- List the school(s) to be served
- Original signature of applicant's authorized official in BLUE INK on original application

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The LEGAL name of the applicant must be used.

Make sure the contact person is someone who knows and understands the application, not necessarily the Authorized Official of the organization.

The applicant is the fiscal agent. Complete all requested information.

A co-applicant is a district or agency, not the fiscal agent, that is a true partner on the application (shares decision-making responsibilities).

No more than 5 sites may be funded per application.

Sites for the grant and schools to be served may be different. For example the site maybe the Boys and Girls club serving ABC Elementary School and XYZ Middle School.

ASSURANCES

- Official's signature in BLUE INK on the original application
- Affirms that the applicant will comply with all requirements
- The application is a BINDING CONTRACT if the grant is awarded

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See forms document pages 1a through 1c.

Please note Specific Program Assurances.

When writing this application remember it is, required to implement all of the components included.

A Grant = A CONTRACT (not a gift)!

CO-APPLICANT AGREEMENT

○ Include only if:
- Application is a partnership between an LEA and a Community or Faith-based Organization
- Application is a partnership of several eligible agencies or LEAs

○ The applicant **is** the fiscal agent

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Co-applicant is recommended but not required. Priority is given to co-applicants that are LEA and CBO/FBO (partnering with an entity that is not the same type as the applicant). It is recommended that applicants have a Memorandum of Understanding between the applicant and co-applicants. Make sure work out the agreement of roles and responsibilities prior to applying for the grant.

Copy page 2 of Forms for more partners if needed. The original must have signatures in BLUE INK.

PRIORITY

○ Points based on percentage of schools meeting various priorities
  ▪ enroll a high concentration of low-income students;
  ▪ are eligible for Title I school-wide funding;
  ▪ are identified on the Michigan Priority List;
  ▪ did not meet proficiency targets for Math or ELA in 2015-2016; and
  ▪ reside in select Prosperity Regions.

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Everything is data driven, therefore, write your application based on needs of the community.

The District Code and Building Code need to be correct on the form. This is page 3 of the forms.

The data file is used to be sure that all schools are rated using the same information, which is a link on page 3 of the forms. Please read the instructions on the first tab of the data file.

No Subjective data is used.

If there is no data listed for the school you would like to serve, submit alternative data to be considered by MDE. Schools that enroll Pre K-2 only may use data from schools that the students served will transition to in 3rd grade. All alternative data submitted will be reviewed by the appropriate MDE officials to determine scoring.

The link to the data file is also in the instructions on page 10.

Since priority points will be crucial in the determination of funded programs, applicants should review possible priority points before beginning the application.

If there are zero or low priority points, applicants may want to adjust the target population/school to be served.

ACKNOWLEDGMENT
OF INTENT TO COLLABORATE

- 3 points
- Instructions, page 12
- Form, page 4
- Letters may be used
- May duplicate as necessary
- Clearly identify agency and sector
- Describe coordination
- Organize by sector

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Organize the forms and letters into separate types of entities.

SCHOOL BUILDING VERIFICATION OF PARTICIPATION

- 3 points
- Instructions, page 13
- Form, page 5
- Required for <u>all</u> applicants
- Need from superintendent <u>AND</u> principal of **each** school identified for services
- Verifies how the school will collaborate with the applicant
- One per school

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Superintendent and Principal are signing a contract.

Principal or Superintendent may not sign for more than one applicant.

If Principal or Superintendent changes, new signatures are required for continuation of a grant.

PROJECT ABSTRACT

- 3 points
- Instructions, page 14
- Form, page 6
- Used to provide brief information about the project (text boxes are limited)
- Often copied to represent the project to the public
- **Do not include attachments**

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See forms document page 6

Always refer to the rubrics for information and instructions.

This summarizes to the readers what you plan to do with the program. It is offend best to write this section last to summarize the whole project after the rest of the application is complete.

Applicants should consider appropriate data sources and be sure to explain briefly how this data was obtained.

For example:

Was a community needs assessment done?

Were student test scores reviewed?

What were the numbers?

QUALITY OF PROJECT MODEL

- 30 points
- Instructions, pages 16-20
- Forms, pages 8 – 8i
- Address all bulleted topics
- 10 pages total

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This is the "heart" of the application. This tells the readers what you plan to do.

Quality is the key to high scoring applications. It is important to address the rubrics completely.

Make sure to address bulleted topics in the instructions.

MDE assures that readers will not review applications from their own area or have a conflict of interest when reading applications. Write clearly and concisely. Tell the story of your program. Don't assume readers know anything about your program or community.

FACILITY DESCRIPTION

- 6 points
- Instructions, page 21
- Form, page 9
- Licensing of sites – Public Act (P.A.) 116
- MOST Standards of Quality
- Check if site is students' home school
- How students will be transported or escorted if non-school sites are to be used

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If you are servicing students 12 years old or younger, you must be licensed by the Bureau of Child and Adult Care Licensing. If this program will be run in a site that is not currently licensed for school-age child care, you must provide documentation that you have begun the application process. Even if only one student is under 12 the site will need to be licensed.

Licensing information may be found on the **Licensing webpage (www.michigan.gov/michildcare).**

Attach relevant information from Licensing (copy of the license, first page of the application for a new site, or a copy of the modification request letter).

High School sites should enter 0 in license number and attach assurance that program will adhere to the MOST Standards of Quality.

If the site is not the students' home school, the applicant must detail a transportation plan addressing how students will get to the program that is as accessible as the students' home school.

Transportation is not required if the program is provided in the students' home school building. However, applicants should assess and address the need for transportation home after the program.

PROGRAM PERSONNEL

- 9 points
- Instructions, page 22-23
- Form, page 10
- Full-time project director
- Full-time site coordinator(s)
- Required staff to student ratios as defined in Michigan Out-of-School Time Standards of Quality

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A full definition of full-time and part-time staff positions may be found on p. 22 of instructions.

There is a link to the MOST Standards of Quality on p.22 of instructions.

A full time project director is required. If the application is for more than one site then a full time site coordinator is also required for each site. Site Coordinators need to meet the requirements of a "Program Director" in Child Care Licensing Rules. Note licensing refers to out-of-school or after-school as school-age care.

PROFESSIONAL DEVELOPMENT

- 9 points
- Instructions, page 24-25
- Form, page 11
- Exceed licensing requirements
- Partner/Vendor/Volunteer
- Michigan Core Knowledge and Competencies
- Individual Staff Development Plan

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Review requirements in licensing rules and MOST Standards of Quality.

An individual professional development plan for all staff should be addressed.

Licensing requires 16 hours of professional development. MDE expects targeted professional development for continuous professional growth and program improvement.

PROGRAM MANAGEMENT

- 6 points
- Instructions, page 26
- Form, page 12
- How and when will the program staff meet, plan, and evaluate the program?
- How will the program align with the school day?

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Applicants will address coordination with partners/vendors/volunteers which will include at least 8 hours of orientation before working with students. Plan for a comprehensive orientation process for staff, partners and volunteers. All staff should be involved in evaluation process at least annually. It is important to align with the school-day program and curriculum, targeting the needs of the students being served. The 21st CCLC Program is funded to support students academic needs. However, this does not translate into tutoring and homework help exclusively by academic **enrichment** opportunities.

EVALUATION OF PROJECT

- 9 points
- Instructions, page 27-28
- Form, page 13
- Evaluation components:
  - Local evaluation
  - Statewide evaluation
  - YPQA
  - MSU Instruments
  - EZ reports (national data collection)

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Excellent resource on local evaluation and the role of the local evaluator is the *Local Evaluator Guide* found on our website

Michigan 21st CCLC has the reputation for having a high-quality evaluation system. All sites will be required to enter student level data regarding demographics and participation into the EZReports program. There is a cost associated with EZReports which must be budgeted from applicant funding. It is currently $750 per year, per site.

Address how the proposed project and activities will address the Federal Targets in the application.

Note that the current Federal Targets may change with new Federal goals under ESSA.

PROJECT PLAN – LOCAL GOALS

- 3 points
- Instructions, page 30
- Form, page 15+
- May use additional sheets as needed
- Complete all columns
- Be sure to describe measurement strategies

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What is a good measurement strategy? See federal goals pages for examples. The Project Plan needs to align with your Narrative Proposal. Be sure to address the strategies that are required through the statewide evaluation such as the YPQA, surveys, EZ Reports, grades, teacher reports. Be concise. NOTE: All items addressed should be consistent with the required parts in the proposal.

SUSTAINABILITY PLAN

- 3 points
- Instructions, page 31
- Form, page 16
- Plans to continue
- Stakeholder involvement
- Inform community
- Cite data

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Address how the proposed program will continue if the Federal funding ends.

It is acceptable to charge fees, if it is a sliding scale where all students will be allowed to attend regardless of ability to pay for services.

Describe any additional sources of funding. Plan to maximize and coordinate all funding streams.

BUDGET

- 6 points
- Instructions, pages 32-34
- Form, page 17-17a
- July 1, 2017 - June 30, 2018 (1st year)
- Budget Summary and Budget Detail
- Allowable, necessary, and reasonable expenditures for planned services
- Minimum $50,000
- Maximum $135,000 per site

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Be sure the commitments made in the proposed project are reflected in a reasonable budget.

Match the Budget Detail to each item in the Budget Summary.

Note: Ask for the funds in full dollar amounts. We are looking for high-quality proposals that will be funding high-quality programming.

Caution: Only ask for what you need and are capable of expending in the grant cycle.

NOTE:

Snacks and Meals may not be purchased with 21st CCLC funds. The USDA provides funding for meals through the Child and Adult Care Food Program (CACFP) as well as the After-School Suppers and School Snacks programs.

The cost for evaluation is excluded from the 10% indirect + administration cap.

Complete the Checklist accurately with a correct email address in order to receive confirmation of receipt of the application by MDE.

Be sure to send a single PDF document and the electronic version on a USB drive.

Delivery Agent means United States Postal Service, United Parcel Service, Federal Express, or other Package delivery service. NO applications will be accepted if dropped off at the MDE office.

Be sure to contact Stacy Sipes if you do not receive a confirmation email.

INTENT TO APPLY

○ **Complete the Intent to Apply survey by February 1, 2017.**

○ If more than one application will be submitted a separate Intent to Apply must be completed for each application.

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After reviewing the application materials if your organization plans to apply for the 21st Century Community Learning Centers Grant, please complete the Notice of Intent to Apply, no later than February 1, 2017 to assist Michigan Department of Education staff in determining the number of reviewers that will be necessary.

A Frequently Asked Questions Document will be posted on www.Michigan.gov/21stCCLC by January 20, 2017.

Contact us with additional questions.